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ABSTRACT

A project was designed to provide career development activities for selected educationally at-risk seventh graders in two target junior high schools in the Roanoke City Public School System, Virginia. The assumption was that career development activities that provide students with increased self-understanding, coupled with strategies involving the microcomputer and creative educational and counseling approaches, could assist in improving students' attitudes toward learning. Computers, selected software, and auxiliary equipment were purchased to aid in developing assessments of interests and values through computerized programs. A model for a computer-assisted assessment and a counseling program for seventh-grade students with special needs was developed and field-tested. A career development module was also designed that included selected guidance and counseling standards of learning in the personal/social and career development domains. (Appendixes include the developmental assessment model and career development module. The developmental model contains six activities; the career development module contains four. Each activity consists of the domain; title; student outcome; guidance/counseling objective, including standard of learning and skill; time requirement; a listing of necessary resources/supplies; and activity description. Student handouts are provided as needed. Career development module resource materials are also appended.) (YLB)

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ED274853

FINAL REPORT

A Developmental Assessment Program for Special Needs Students in Junior High School

VA-86-1-II-3GC-001

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Guidance Project

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Martha S. Rader
Supervisor of Guidance
Roanoke City Public Schools

August 2, 1986

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Title of Project: A Developmental Assessment Program for Special Needs Students in Junior High School

Project Director: Martha Rader

Institution: Roanoke City Public Schools

Location: Roanoke, Virginia

Funding Period: August 1, 1985 to May 30, 1986

Objectives/Accomplishments:

1. To review and purchase computers, auxiliary equipment, and selected software for developing assessments of interests and values through computerized programs such as Virginia View.

   Computers, selected software, and auxiliary equipment have been purchased.

2. To plan and implement staff activities designed to develop project activities on the use of Virginia View and other career development software.

   The staff has visited an exemplary vocational guidance project, participated in Virginia View and Discover Workshops, and previewed selected software.

3. To develop and implement a model of computer-assisted assessment and counseling program for seventh grade students with special needs in selected junior high schools.

   An assessment model was field-tested with selected seventh grade students and is being revised and developed for future use.

4. To design and implement a career development module to include selected guidance and counseling Standards of Learning in the personal/social and career development domains.

   A module has been designed and will be used as part of a seventh grade values/careers exploratory program during the 1986-87 session.

5. To evaluate the effectiveness of project activities.

   Evaluation activities are on-going.

Conclusions/Recommendations:

1. The fact that all staff involved in the implementation of this project were new to their positions this year created a time problem in fully meeting all objectives.

2. Certain field-tested assessment tools were found to be inappropriate for seventh graders but can be effectively used with eighth and ninth graders.

A Developmental Assessment Program for Special Needs Students in Junior High School

This project was designed to provide career development activities for selected "educationally at-risk" seventh graders in two target junior high schools in the Roanoke City Public School System. Failure, underachievement, misbehavior, and poor attendance characterized the target population. The assumption of the project was that career development activities which provide students with increased self-understanding of themselves as individuals, as workers, and in relationships with others, coupled with strategies involving the microcomputer and creative educational and counseling approaches, could assist in improving students' attitudes toward learning, and that a ripple effect would involve a decrease in the number of personal-social adjustment problems.

The specific objectives implemented by the project were:

1. To review and purchase computers, auxiliary equipment and selected software for developing assessments of interests and values through computerized programs such as the Virginia View.

   The following items have been previewed and purchased:

   Equipment
   2 Apple II e computers
   2 Uni-Disks
   2 surge protectors
   2 parallel printer interfaces
   2 computer carts
   2 Okidata Microfine Printers
   2 four-Way switch boxes
   2 printer cables

   Software
   2 TIPS Systems
   2 Discover Programs
   2 Career Systems 2000
   2 Job-O for Apple IIe

Audio-Visuals (filmstrips)
2 "Who Am I?"
2 "Liking Me"
2 "How to Make Good Decisions"
2 "Problem Solving"

Supplies
4 boxes tractor paper
2 head cleaning diskettes
4 boxes SSDD diskettes

Assessment Tools
11 packages Piers-Harris Children's Self-Concept Scale (with manuals)
300 COPS
300 CAPS
100 COPES

Problems encountered with this phase of the project include having inoperable printers at this time because the company sent cables that did not fit. The Tips Systems that we received were defective and are having to be replaced. All computers, equipment, and supplies were received late in the spring, thereby retarding their full utilization in planned activities for this year. Only limited use of the Virginia View program was accomplished. Self-concept, interest, and values assessments were utilized fully.

2. To plan and implement staff activities designed to develop project activities and familiarize counselors and Career Resource Center assistants on the use of the computerized Virginia View program and other career development software.

The project director and counselors visited an exemplary vocational guidance project. This afforded an opportunity to preview substantial career development materials, to observe an effective program in progress, and to exchange plans, ideas, and materials. As a result of this visit, one of the target schools made a number of alterations in its existing career center. These alterations afford greater

accessibility to equipment and supplies and eliminate the sharing of the center with another group. In the other target school, a site for a career center was selected; and plans are now underway for adapting this site.

In addition, the staff attended workshops on the Virginia View and the Discover Program, a computer-based career guidance system. Hands-on experiences were afforded counselors at both workshops.

Counselors in the target schools field-tested the Piers-Harris Childrens' Self-Concept Scale, CAPS, COPS, COPES, Virginia View Career Search, and G.I.S., which is being replaced by the Discover Program. Some of these students will be trained as peer-counselors and resource center aides for the coming year.

The project director and staff worked with school administrators to get a career exploratory program included as part of the prescribed elective program for seventh graders during the 1986-87 school session.

3. To develop and implement a model for a computer-assisted assessment and counseling program for seventh grade students in selected junior high schools.

Counselors adapted the Virginia Career Guidance Program for seventh graders and conducted six group sessions carrying out these activities. (See Appendix A.)

Individual interviews were held with all seventh graders to review their previous record, their individual skills and abilities, and to discuss concerns and plans for the future. These activities pointed out that

a) students were uncertain/unrealistic about career choices,

b) their knowledge about the realities of the world of work was both limited and unrealistic,

c) they had difficulty deciding and expressing their own values, interests, likes and dislikes, and

d) They had difficulty relating these factors to the world of work.

To gain greater insight into the overall counseling aspects of working with these "at risk" students, counselors selected a target group of students for further work. It was explained to this group that they would be testing some new materials and that those who did especially well or who understood the procedures involved could be selected to work as peer counselors during the 1986-87 school session. Students who did not wish to participate were allowed to leave the group. These students then took the Piers-Harris Self-Concept Scale, CAPS, COPS, COPES, and Virginia View Career Search. The Piers-Harris yielded generally higher self-concept scores than expected. This fact could be the result of test-wiseness on the part of the students or a truly higher self-concept as a result of being selected for the program. Nonetheless, results were primarily useful as counseling tools in the specific areas in which students expressed very low concepts. The CAPS, an ability test, appears too difficult for use with seventh graders but could be useful with eighth or ninth graders, not only for the results the test yields but also as practice for the DAT which all ninth graders take, and as a basis of comparison with DAT scores. It

additionally provides useful information in the career exploration process.

The COPS provides an opportunity for students to compare their interests to those involved in certain occupational clusters. This is an effective assessment tool for seventh graders and an excellent starting point for more detailed career exploration.

The COPES is also an effective assessment tool for use with seventh graders. It yields a values profile for each student and relates these values to occupational areas.

The Virginia View Career Search combines values and interests with other factors involved in the career decision-making process.

Throughout the assessment process, students discussed with the counselor and each other the results and their feelings about their findings. Self-concepts improved, the students viewed themselves more objectively, and they approached their tasks more seriously.

At this point, students progressed individually into the exploration of at least three careers based on the accumulated data amassed and maintained in their individual folders. They used the Virginia View and G.I.S. systems to obtain information about the areas they had isolated. Several students explored further in areas of interest that were not borne out through the assessments.

4. To design and implement a career development module to include selected guidance and counseling Standards of Learning in the personal/social and career development domains. (See Appendix B.)

Grade Level 7

Phase I - Readiness/Self-Understanding

A. Administer the assessment model using the following:

1. Activities in career guidance monograph
2. Piers-Harris Self-Concept Scale
3. COPES (values assessment)
4. COPS (interest assessment)

Phase II - Awareness

A. Maintain an individual career planning folder for each student.

B. Students relate interests with sample occupations. Complete page 14 of the COPS worksheet.

C. Students use the JOB-O computerized program to get additional information on selected occupational areas.

Phase III - Exploration

A. Students research three occupations using the information accumulated in the individual career folders.

B. Complete the COPS inventory on page 15.

C. Students Review <u>About High School</u>

Phase IV - Evaluation

A. Students select a diploma program appropriate to their interests, needs, and stated goals.

B. Students complete an appropriate 5 year plan which will be reviewed annually.

5. To evaluate the effectiveness of project activities. The time-element problems encountered with personal, and equipment and materials purchased, made pre and post assessment of students impossible as an evaluative criteria for this project.

Direct positive results of this grant include the following:

a) School Board support was gained in recognizing the need for Career Resource Centers city-wide. Centers are being started, improved, or expanded in all junior high schools in the city.

b) The need for a system-wide career development program which would include a developmental career education curriculum was recognized, and workshops were instituted to accomplish this goal.

c) Reorganization of existing Career Resource Centers throughout the system was seen as a need. The McKnight system for organizing, indexing, and filing career information for easy access was adopted for this purpose.

d) Because of the uncertainty expressed by students in the pre-assessment stage of the project, the need for career exploration was clearly noted. Careers exploratory units were made a part of the seventh grade curriculum.

e) Inservice activities for full utilization of centers are planned for the 1986-87 school session.

f) The need for a more complete information delivery system was borne out as a result of this project. The Discover program, which assesses interests, values, and aptitudes would provide a more efficient and effective delivery system.

Appendix A

Developmental Assessment Model

DOMAIN: Personal/Social
TITLE: Likes and Dislikes

Activity No. 1

STUDENT OUTCOME

Students will relate the affect of likes and dislikes on decisions they make.

GUIDANCE/COUNSELING OBJECTIVE

STD. OF LEARNING: M-8 and M-10 The student will develop increased self-understanding.

SKILL: The student will evaluate some of the things he likes or dislikes.

TIME: 1 class pd.
GRADE LEVEL: 7
NO. OF STUDENTS 25-30

RESOURCES/SUPPLIES:

Model Career Guidance Units - Virginia State Department of Guid. Services
Worksheet
Pencil

ACTIVITY DESCRIPTION:

1. Counselor discusses with class what a decision is, levels of decisions (simple--difficult), (short--long range). Discuss decisions students have made today. How are our likes and dislikes involved in these decisions?

2. Have students do worksheet.

3. Discuss what students learned about themselves.

Likes and Dislikes

Directions: Think about the terms below and circle the one you like best. Do not circle both; make a choice. You will learn something about yourself.

1. reading - writing
2. listening - talking
3. English - mathematics
4. football - soccer
5. science - social studies
6. being inside - being outside
7. music - art
8. television - radio
9. alone - with others
10. standing - sitting
11. sewing - building models
12. tennis - basketball
13. playing - reading
14. homemaking - industrial arts
15. newpaper - television
16. playing games - watching games
17. fishing - hunting
18. athletics - movies
19. working - playing
20. visiting - staying home

Write a paragraph about what you are like using the terms you circled in the exercise. Begin with "I found that I like..."

DOMAIN: Personal/Social
TITLE: Attitudes

Activity No. 2

STUDENT OUTCOME

The student will relate attitudes to decisions he makes.

GUIDANCE/COUNSELING OBJECTIVE

STD. OF LEARNING: M-8, M-12 and M-10 The student will develop increased understanding.

SKILL: The student will focus on how our attitudes (positive or negative) affect our decisions and opportunities.

TIME: 1 class pd.
GRADE LEVEL: 7
NO. OF STUDENTS 25-30

RESOURCES/SUPPLIES:

Model Career Guidance Unit - Virginia State Department of Guid. Services

ACTIVITY DESCRIPTION:

1. Define attitude.
2. Classroom discussion of types of attitudes people have--record on chalkboard.
3. Present problem. Hiring someone to be a clerk in store that you own--to lock up and make bank deposits in evening. Students to determine which attitudes on board are most important to you in that position.
4. Have students complete worksheet.
5. Class discussion. What attitudes do you most desire in your best friends? Are you like this yourself? How do attitudes affect decisions?

Attitudinal Inventory

Rate yourself from 1 through 5 according to this scale - (1) always; (2) usually; (3) sometimes; (4) seldom; (5) never. Think about each term before rating. Your counselor will help you.

_____honest	_____truthful	_____dishonest
_____angry	_____bored	_____unpleasant
_____moody	_____dependable	_____grumpy
_____cooperative	_____on time	_____friendly
_____enthusiastic	_____respectful	_____critical
_____sad	_____flexible	_____forgiving
_____neat	_____trusting	_____patient
_____shy	_____outgoing	_____naughty
_____ambitious	_____agreeable	_____thrifty
_____calm	_____quiet	_____successful

Write a paragraph on your attitude based on the terms you rated number 1. This should tell you something about what kind of attitude you have. Do not share!

DOMAIN: Personal/Social & Career
TITLE: Skills and Abilities

Activity No. 3

STUDENT OUTCOME

The student will develop increased self understanding. The student will relate knowledge of self to programs of study and career planning.

GUIDANCE/COUNSELING OBJECTIVE

STD. OF LEARNING: M-15, M-8 and M-10

SKILL: The student will recognize his strong and weak areas.

TIME: 1 class pd.
GRADE LEVEL: 7
NO. OF STUDENTS 25-30

RESOURCES/SUPPLIES:

Model Career Guidance Units - Virginia State Department of Guid. Services

ACTIVITY DESCRIPTION:

1. Counselor reviews cumulative record of students with them individually prior to this activity.
2. Discuss decisions made today or things you have done based on your skills and abilities.
3. Discuss test scores and generally what they mean.
4. Relate No. 2 and No. 3 above to courses you plan to take or possible career choices.
5. Have students complete worksheet.
6. Discuss what you have learned about yourself as a result of today's discussions and worksheet.

Abilities and Skills Inventory

Directions: Think about yourself and complete the following statements:

1. The school subjects I do well in are _____, _____ and _____.
2. The school subjects I am weak in are _____, _____ and _____.
3. I have received awards/certificates for _____, _____ and _____.
4. My teachers say I do well in _____, _____ and _____.
5. In athletics, I do well in _____, _____ and _____
6. The elective subject I do best in is _____.
7. Compared to other students, I am a _____ student.
8. I have a special talent which is _____.
9. Out of school, I belong to _____.
   (Names of clubs, organizations, teams, etc.)
10. If I could choose between working with my hands or with my head, I would rather work with my _____.
11. If I could choose between drawings and writing, I would rather _____.

Write a short paragraph about yourself using the information you supplied in this exercise. Begin with "I do well in..."

DOMAIN: Personal/Social & Career
TITLE: Goal Setting

Activity No. 4

STUDENT OUTCOME

The student will relate knowledge of self to decision making and coping skills.

GUIDANCE/COUNSELING OBJECTIVE

STD. OF LEARNING: M-15 and M-10

SKILL:

TIME: 1 class pd.
GRADE LEVEL: 7
NO. OF STUDENTS 25-30

RESOURCES/SUPPLIES:

Model Career Guidance Unit - Virginia State Department of Guid. Services

ACTIVITY DESCRIPTION:

1. Define goals and distinguish between long and short term goals. Establish relationship between long and short term goals.

2. Brainstorm some possible goals that the students in this class have. Put these on board and have students classify as long or short term.

3. Have students do worksheet. Assist students individually as questions/need arise.

My Goals

List five short term goals. Include educational, personal and free time goals.

1.

2.

3.

4.

5.

List five long term goals. Include educational, personal and free time goals.

1.

2.

3.

4.

5.

List five other goals and tell whether they are short term or long term.

____ 1.

____ 2.

____ 3.

____4.

____5.

Of all the goals you have listed, which one is the most important to you today?_____

_____

DOMAIN:

TITLE: Decision Making and Goal Setting--Who Am I? Where Am I Going?

Activity No. 5

STUDENT OUTCOME

GUIDANCE/COUNSELING OBJECTIVE

STD. OF LEARNING: M-8 and M-15

SKILL: The student will relate knowledge of self to goal setting.

TIME: 2 pds.

GRADE LEVEL: 7

NO. OF STUDENTS 25-30

RESOURCES/SUPPLIES:

Model Career Guidance Unit - Virginia State Department of Guid. Services

ACTIVITY DESCRIPTION:

1. Review previous sessions.
2. Understanding yourself. What do you want to be? How to get there? Brainstorm the what and how aspects of goals.
3. Do worksheet.
4. Discuss relationship to the stated values in the worksheet with setting goals to achieve these ends.
   a. School subjects needed to achieve goal.
   b. Activities (extra curricular) to achieve goal.
   c. Determine amount of training needed to achieve goal.
   d. Where to get training.
   e. What advantages and disadvantages do you see?
   f. Are you willing to take the necessary steps to get you where you want to go?
5. Do "Who Am I?" worksheet.

My Life Style

This is a dreaming exercise. Imagine you have all the money you need to live the way you wish and you are an adult. Complete the following statements:

1. My house would be _____
   _____.
2. It would be located _____
   _____.
3. The luxuries I would have would be _____
   _____.
4. There would be _____ dollars in my bank account.
5. My salary would be _____ dollars in a week.
6. My job would be _____.
7. My wardrobe would include _____
   _____
   _____.
8. When I take a vacation, I would go to _____
   _____.
9. The people who live in my house would be my _____
   _____.
10. The thing I wish to have most is _____.

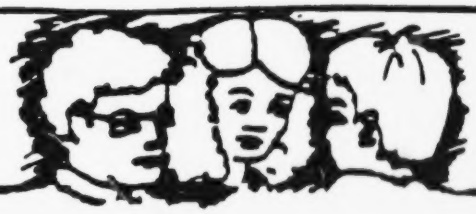
Write a paragraph on your chosen life style. Begin with: "When I become an adult, I would like to ..."

Who Am I

To learn more about yourself, complete the chart from the information you gathered in this unit.

Likes & Dislikes	Abilities & Skills	Attitudes	Life Style

DOMAIN:
TITLE: Decision Making



Activity
No. 6

STUDENT OUTCOME

The student will select an appropriate course of studies.

GUIDANCE/COUNSELING OBJECTIVE

STD. OF LEARNING: M-15, M-17 and M-14

SKILL: The student will relate knowledge of self to program of study.

TIME: 2 pds.
GRADE LEVEL: 7
NO. OF STUDENTS 25-30

RESOURCES/SUPPLIES:

Course list for eighth grade.

ACTIVITY DESCRIPTION:

1. Have folders available for students with all 1-5 worksheets.
2. Discuss decision making process steps
   a. Define problem
   b. What are the alternatives
   c. Evaluate each alternative
   d. Select an alternative
   e. Re-evaluate as necessary
3. Review course options for next year (on handout).
4. Have students go through the decision making process on the worksheet provided in making course selections for next year.
5. Note: So that students will have the opportunity to do step "e" in decision making process, registration guides will be available in approximately two weeks. These include a sheet to sign up for classes for next year and places for parent, student and counselor signatures.

Name _____

Homeroom # _____

It is nearing the time to register for classes for the eighth grade. Teachers and your counselor will make recommendations for the required academic courses which are:

English 8
Health & P.E. 8
Physical Science 8
World Geography
Math (Math 8, Pre-Algebra, Algebra I)

Each student, however, must decide on the two elective classes he will take. The tentative electives are:

Reading
Art I
Home Economics I
Choir
Band
Strings
Basic Computer Programming
Spanish I
French I
Latin I
Fitness
Speech & Drama
Exploring Technology
Addison Technology: (2 periods)
- Automotive
- Medical
- Horticulture
- Metal
- Electronics
- Building

Using the steps discussed in the decision-making process, make your tentative decision.

Step I - What is the problem?

Step II - What information do you need to decide?

Step III - What are your alternatives?

Step IV - What are the advantages and disadvantages of each alternative?

Step V - What is your choice?

Appendix B

Career Developmental Module

DOMAIN: Career Development
TITLE: Readiness/Self-Understanding

Activity No. 1

STUDENT OUTCOME

1. The student will better understand himself--his values, interests, attitudes, ec.
2. The student will demonstrate an understanding of the decision making process.
3. The student will understand the need for positive attitudes.

GUIDANCE/COUNSELING OBJECTIVE

STD. OF LEARNING: M-8, M-10 and M-12

SKILL: The student will assess his attitudes, interests, needs and abilities to develop a greater self-understanding.

TIME: 2 wks.
GRADE LEVEL: 7
NO. OF STUDENTS All

RESOURCES/SUPPLIES:

1. Career Guidance Monograph - State Department of Education
2. Piers-Harris self-concept scale.
3. COPES (values inventory)
4. COPS (interest inventory)

ACTIVITY DESCRIPTION:

1. The teacher will administer the assessment model using the following:

   a. Activities 1-6 in the assessment model.
   b. Piers-Harris self-concept scale.
   c. COPES
   d. COPS

2. The counselor will score the Piers-Harris and review cumulative records with students.

3. COPS and COPES will be self-scored and results filed in individual folders established for career development activities.

4. Teacher and counselor will discuss assessment results with students.

DOMAIN: Career Development
TITLE: Awareness

Activity No. 2

STUDENT OUTCOME

1. The student will become aware and knowledgeable about the world of work and careers.
2. The student will acquire information on educational and vocational opportunities within and beyond school.

GUIDANCE/COUNSELING OBJECTIVE

STD. OF LEARNING: M-13 and M-14

SKILL: The student will relate his interests to specific occupational areas and obtain computer printouts on specific jobs that interest them.

TIME: 1 wk.
GRADE LEVEL: 7
NO. OF STUDENTS All

RESOURCES/SUPPLIES:

1. COPS worksheet
2. JOB-O computerized program
3. DOT
4. Occupational Outlook Handbook

ACTIVITY DESCRIPTION:

1. The class will follow through with page 14 of the COPS worksheet relating his interests with sample occupations.

   a. The DOT and Occupational Outlook Handbook will be used to define and better understand occupations.

2. Students will be introduced to and use the JOB-O computerized assessment program.

3. Students will maintain the acquired information in their individual career folders.

DOMAIN: Career Development
TITLE: Exploring Careers

Activity
No. 3

STUDENT OUTCOME

The student will acquire knowledge of world of work.

GUIDANCE/COUNSELING OBJECTIVE

STD. OF LEARNING: M-13

SKILL: The student will explore three careers.

TIME: 3 wks.
GRADE LEVEL: 7
NO. OF STUDENTS All

RESOURCES/SUPPLIES:

Career Resource Center
Career Exploration Worksheet

ACTIVITY DESCRIPTION:

1. Using the information obtained in Activities 1 and 2, students will work individually to acquire information on at least three careers.

   a. Complete the "Career Exploration" worksheets on three careers.

2. Complete page 15 of COPS worksheet.

Exploring Careers

Directions: Use your career resources to answer the following questions.

1. What is the title of the career?_____

_____

2. What are the training/education requirements?_____

_____

3. What subjects should you take in high school for this career?

_____

_____

4. What you do on this job? (Job Descripton)_____

_____

_____

_____

5. Where is this work done? (Indoor, Hospital, Factory, School)

_____

_____

6. What would you expect to earn?_____

7. Will there be jobs in this field after you complete the necessary training/education?_____

_____

DOMAIN: Career Development
TITLE: Evaluation

Activity
No. 4

STUDENT OUTCOME

The student will begin and continue preparation for further education.

GUIDANCE/COUNSELING OBJECTIVE

STD. OF LEARNING: M-14, 15, 16 and 17

SKILL: The student will make a tentative career choice and plan a tentative program of studies.

TIME: 1 wk.
GRADE LEVEL: 7
NO. OF STUDENTS All

RESOURCES/SUPPLIES:

Individual career folders
About High School

ACTIVITY DESCRIPTION:

1. Teacher will review "About High School" with students.
2. Counselor will explain diploma programs and assist students with making diploma choice and planning a tentative program of studies leading to a stated career objective.

Career Development Module Resource Materials

Roanoke City Public Schools Planning Card
* ACADEMIC PROGRAM (HONORS)

School Year 1985-86
Homeroom _____

Graduation Requirements: 24 Credits

Last Name	First	Middle	Post-Secondary Plans	Career Objective
			___4-yr. College ___Military ____Voc./Bus. Sch. ___2-yr. College ___Work ____Other_____	

REQUIRED

SEVENTH	EIGHTH	NINTH	TENTH	ELEVENTH	TWELFTH
___English 7 H	___English 8 H	___English IX H	___English X H	___English XI H	___English XII H
___Math 7 H	___Algebra I H	___Algebra II H	___Geometry H	___Advanced Algebra/	___U.S. & Va.
___Life Science H	___Physical Science H	___Earth Science H	___Biology H	Trigonometry	Government 12 H
___U.S. & Va. History H	___World Geography H	___World History H	___Health & Phy. Ed.	___Chemistry H	___Computer Literacy (9-12)
___Health & Phy. Ed.	___Health & Phy. Ed.	___Health & Phy. Ed.	___Foreign Language	___U.S. & Va. History AP	___Humanities (10-12)
_____Elective	_____Elective	___Foreign Language	(_____)	___Foreign Language	_____Elective
_____Elective	_____Elective	(_____)	_____Elective	(_____)	_____Elective
		_____Elective	_____Elective	_____Elective	_____Elective
				_____Elective	

ELECTIVES (Also See School Listings)

ENGLISH

Creative Writing (Semester)
English AP
Journalism (Semester)

MATHEMATICS

Advanced Placement Math
Math Analysis

SCIENCE

Physics
Biology AP
Chemistry AP

SOCIAL STUDIES

U.S.& Government AP
European History
20th Century U.S. History
Contemporary U.S. History
Contemporary U.S.Government

LANGUAGE

French I, II, III, IV, V
Latin I, II, III, IV, V
German I, II, III, IV, V
Russian I, II, III, IV
Spanish I, II, III, IV, V

COMPUTER SCIENCE I, II, III

FINE ARTS/HUMANITIES

Exploratory 7 (Including Art, Music, Drama)
Art 7, 8, I
Band 7, 8, I, II, III, IV
Choral 7, 8, I
Choir II, III, IV
Drama 8
Drawing I, II (Semester)
Basic Art (Semester)
Ceramics (Semester)
Crafts (Semester)
Commercial Art (Semester)
Humanities (Semester) (Grades 10-11)
Music Appreciation (Semester)
Mass Media
Painting I, II (Semester)
Piano I, II
Strings 7, 8, I, II, III, IV
Studio Art (Grade 12 only)
Theater Arts I, II, III, IV
Theater Technology I, II, III
Speech Communication (Semester)
Sculpture (Semester)

VOCATIONAL EDUCATION **

New Graduation Requirement Status
(Check One)
_____Required ____Elected
_____Does Not Apply

VIRGINIA COMPETENCY REQUIREMENTS
Reading _____(Date Completed)
Math _____(Date Completed)

NOTES:

STUDENT_____ DATE_____
PARENT_____ DATE_____
GUIDANCE COUNSELOR_____ DATE_____

Honors (H) students should have at least one AP course.
*Two content areas must be selected for emphasis.
Example: Math/Science-8 credits; Humanities-8 credits.
**See your counselor.

DP-1-85

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Roanoke City Public Schools Planning Card
+ * ACADEMIC DIPLOMA PROGRAM

School Year 1985-86
Homeroom _____

Graduation Requirements: 24 Credits

Last Name	First	Middle	Post-Secondary Plans	Career Objective
			___4-yr. College ___Military ____Voc./Bus. Sch. ___2-yr. College ___Work ____Other_____	

REQUIRED

SEVENTH ++	EIGHTH ++	NINTH ++	TENTH	ELEVENTH	TWELFTH
__English 7	__English 8	__English IX	__English X A	__English XI A	__English XII A
__Math _____	__Math _____	__Algebra I	__Geometry	__Algebra II	__Government A
__Life Science	__Physical Science	__Earth Science	__Biology H	__Chemistry H	__Computer Science (9-12)
__U.S. & Va. History	__World Geography	__World History	__Health & Phy. Ed.	__U.S.History A	__Computer Literacy (9-12)
__Health & Phy. Ed.	__Health & Phy. Ed.	__Health & Phy. Ed.	__Foreign Language	__Foreign Language	__Humanities (10-12)
_____Elective	_____Elective	__Foreign Language	(_____)	(_____)	_____Elective
_____Elective	_____Elective	(_____)	_____Elective	_____Elective	_____Elective
		_____Elective	_____Elective	_____Elective	_____Elective

ELECTIVES (Also See School Listings)

ENGLISH

Creative Writing (Semester)
Journalism (Semester)
Reading AP
English AP

MATHEMATICS

Advanced Algebra/ Trigonometry
Math Analysis
Advanced Placement Mathematics (Calculus)
Academic Consumer-Mathematics/Computer
Pre-Algebra - 7, 8

SCIENCE

Physics
Biology AP
Chemistry AP

SOCIAL STUDIES

U.S. History AP
European History
20th Century U.S. History
Contemporary U.S. History
Contemporary U.S. Government

COMPUTER SCIENCE, I, II, III

LANGUAGE

French I, II, III, IV, V
Latin I, II, III, IV, V
German I, II, III, IV, V
Russian I, II, III, IV
Spanish I, II, III, IV, V

FINE ARTS/HUMANITIES

Exploratory 7 (including Art, Music, Drama)
Art 7, 8, I
Band 7, 8, I, II, III, IV
Choral 7, 8, I
Choir II, III, IV
Drama 8
Drawing I, II (Semester)
Basic Art (Semester)
Mass Media
Ceramics (Semester
Crafts (Semester)
Commercial Art (Semester)
Humanities (Semester) (Grades 10-11)
Music Appreciation (Semester)
Painting I, II (Semester)
Piano I, II
Strings 7, 8, I, II, III, IV
Studio Art (Grade 12 only)
Theater Arts I, II, III, IV
Theater Technology I, II, III
Speech Communication
Sculpture (Semester)

VOCATIONAL EDUCATION **

New Graduation Requirement
(Check One)
_____Required _____Elected
_____Does Not Apply

VIRGINIA COMPETENCY REQUIREMENTS
Reading _____(Date Completed)
Math _____(Date Completed)

NOTES:

STUDENT_____ DATE_____

PARENT_____ DATE_____

GUIDANCE COUNSELOR_____ DATE_____

+ All English, Science, and Social Studies courses must be at least on the Academic level.
++ At least one honors course is required each year.
* Two content areas must be selected for emphasis.
Example: Math/Science-8 credits; Humanities-8 credits.
** See your counselor

P-1-85

Roanoke City Public Schools Planning Card
+ COLLEGE ENTRY DIPLOMA PROGRAM

School Year 1985-86
Homeroom _____

Graduation Requirements: 22 Credits

Last Name	First	Middle	Post-Secondary Plans	Career Objective
			__4-yr. College __Military ____Voc./Bus. Sch. __2-yr. College __Work ____Other_____	

REQUIRED

SEVENTH	EIGHTH	NINTH	TENTH	ELEVENTH	TWELFTH
__English 7	__English 8	__English IX	__English X A	__English XI A	__English XII A
__Math 7	__Math_____	__Algebra I**_____	__Geometry _____	__Algebra II_____	__Government A
__Life Science	__Physical Science	__Earth Science	__Biology A	__Chemistry	__Computer Science (9-12)
__U.S. & Va. History	__World Geography	__World History	__Health & Phy. Ed.	__U.S. History A	__Humanities (10-12)
__Health & Phy. Ed.	__Health & Phy. Ed.	__Health & Phy. Ed.	__Foreign Language	__Foreign Language	_____Elective
_____Elective	_____Elective	__Foreign Language	(_____)	(_____	_____Elective
_____Elective	_____Elective	(_____)	_____Elective	_____Elective	_____Elective
		_____Elective	_____Elective	_____Elective	

ELECTIVES (Also See School Listings)

ENGLISH

Creative Writing (Semester)
Journalism (Semester)
Reading (Semester)
English AP

MATHEMATICS

Advanced Algebra/
Trigonometry
Academic Consumer Math/
Computer Mathematics
**Alternative Sequence
Pre-Algebra
Algebra I
Algebra II
Geometry

SCIENCE

Physics
Biology (Honors)
Chemistry (Honors)

SOCIAL STUDIES

U.S. History AP
European History
20th Century U.S. History
Contemporary U.S.History
Contemporary U.S. Government

LANGUAGE

French I, II, III, IV, V
Latin I, II, III, IV, V
German I, II, III, IV, V
Russian I, II, III, IV
Spanish I, II, III, IV, V

FINE ARTS/HUMANITIES

Exploratory 7 (Including
Art, Music, Drama)
Art 7, 8, I
Band 7, 8, I, II, III, IV
Choral 7, 8, I
Choir II, III, IV
Drama 8
Drawing I, II (Semester)
Basic Art (Semester)
Ceramics (Semester)
Crafts (Semester)
Commercial Art (Semester)
Humanities (Semester)
(Grades 10-11)
Music Appreciation (Semester)
Mass Media
Painting I, II, (Semester)
Piano I, II
Strings 7, 8, I, II, III, IV
Studio Art (Grade 12 only)
Theater Arts I, II, III, IV
Theater Technology I, II, III
Speech Communication
(Semester)
Sculpture (Semester)

COMPUTER SCIENCE I, II, III

VOCATIONAL EDUCATION * #

__Trade & Industrial
__Marketing and Distributive
Education
__Business & Office Education
__Home Economics
__Health Occupations Education
__Industrial Arts

New Graduation Requirement Status
(Check One)
_____Required _____Elected
_____Does Not Apply

VIRGINIA COMPETENCY
Reading _____(Date Completed)
Math _____(Date Completed)

NOTES:

STUDENT_____ DATE_____
PARENT_____ DATE_____
GUIDANCE COUNSELOR_____ DATE_____

+ All English, Science, and Social Studies courses must be on the Academic Level.
# Vocational Seal may be earned.
* See your counselor

Roanoke City Public Schools Planning Card
VOCATIONAL EDUCATION DIPLOMA PROGRAM

School Year 1985-86
Homeroom _____

Graduation Requirements: 22 Credits

Last Name	First	Middle	Post-Secondary Plans	Career Objective
			___4-yr. College ___Military ___Voc./Bus. Sch. ___2-yr. College ___Work ___Other_____	

REQUIRED

SEVENTH	EIGHTH	NINTH	TENTH	ELEVENTH	TWELFTH
___English 7	___English 8	___English 9	___English X	___English XI	___English XII
___Math 7 _____	___Math _____	___Math _____	___Math +_____	___Math +_____	___Government
___Life Science	___Physical Science	___Earth Science	___Biology	or Science_____	* Voc/Electives (4)
___Social Studies	___Health & Phy. Ed.	___Health & Phy. Ed.	___Health & Phy. Ed.	___U.S. History	_____Elective
___Health & Phy. Ed.	___World Geography	___World History	Voc./Electives(2)	*Voc/Electives(3)	_____Elective
_____Elective	Voc./Electives(2) or	Voc./Electives(2) or	or Vocational (3)*	_____Elective	_____Elective
_____Elective	Exploring Tech/Addison(2)	Explor. Tech/Addison(2)	_____Elective	_____Elective	_____Elective
	_____Elective	_____Elective	_____Elective	_____Elective	_____Elective
	_____Elective	_____Elective	_____Elective	_____Elective	

ELECTIVES (Also See School Listings)

VOCATIONAL DIPLOMA PROGRAMS (Six units required from areas of specialization listed below:)

BUSINESS & OFFICE EDUCATION

Typing - Grades 7-12
Office Specialist I, II Grades 11-12
Office Service I, II, III Grades 10-12
Data Processing I, II Grades 10-12
Business Math Gr 10-12
Office Intern Program Grades 11-12
Introduction to Business Grades 9-10
Computer Typing Gr 7-9
Office Technology I, II Grades 11-12
Accounting I, II Gr 11-12
Business Computer Concepts (Semester) Gr 10-12
Word Processing Gr 11-12
Shorthand I, Gr 11-12
Business Computer Applications Gr 11-12
Business Law Gr 10-12

TRADE & INDUSTRIAL EDUCATION

Auto Mechanics-Gr 11-12
Carpentry/Cabinetmaking I, II, III, Gr 10-12
Cosmetology I, II, III, Gr 10-12
Welding I, II, III, Gr 10-12
Machine Shop I, II, III, Gr 10-12
Auto Body I, II, III, Gr 10-12
Printing I, II, III, Gr 10-12
Electronics I, II, III, Gr 10-12
Industrial Cooperative Training I, II, Gr 10-12
Air Condition/Ref./Sheet Metal I, II, III, Gr 10-12
Ind. Elec. I, II, III, Gr 10-12
Masonry I, II, III, Gr 10-12
Building & Grounds Main. I, II, Gr 10-12

MARKETING & DISTRIBUTIVE EDUCATION

Marketing Management Gr 11-12
Fundamentals of Marketing Gr 10-11
Marketing Gr 11-12
Advanced Marketing Gr 11-12
Fashion Merchandising Gr 11-12

WECEP Grade 10

INDUSTRIAL ARTS

I.A. 7 (Expl.)
I.A. 8 (Expl.Tech)
I.A. 9 (Mfg.; Ind.Occup.; Expl.; Const.; Mod. Ind.)
I.A. 10-12 (Power & Transp.; Woods Tech.; Hand Woodwork; Basic Tech. Drawing; Pract. Home Maint.; Photography; Ind. & Tech; Metals Tech; Arct. Dr; Eng. Dr.)

HOME ECONOMICS

Exploratory Home Economics 7
Child Dev. (Sem.) Gr 10-12
Clothing Mgt. (Sem.) Gr 10-12
Food Mgt. (Sem.) Gr 10-12
Gourmet Foods I, II (Sem.) Gr 10-12
Housing & Home Furn. (Sem.) Gr 10-12
Marriage & Family (Sem.) Gr 11-12
On Your Own (Sem.) Gr 11-12
Life Management I Gr 8-12
Life Management II Gr 9-12
Family Living Gr 12
Child Care Occ. I, II, Gr 11-12
Clothing Occ. I, II, Gr 10-12
Food Occ. I, II, III, Gr 10-12

EXPLORING TECHNOLOGY AT ADDISON

Medical Tech.
Metalworking
Electronics
Auto Mechanics
Horticulture
Building

HEALTH OCCUPATIONS

Medical Tech. Gr 8-9 Addison
Practical Nursing I, Gr 12
Health Aide I, II, Gr 11-12
Intro. to Health Occ. Gr 10-12

OTHER ELECTIVES
FINE ARTS HUMANITIES # SCIENCE
MATHEMATICS # LANGUAGE
ENGLISH # COMPUTER SCIENCE
See your counselor

NOTES:

* Students may enroll in a 2-or 3-period class in Grade 10, one Math credit can be earned by completing two years of Occupational Preparation.

New Graduation Requirement Status (Check One)
___Required ___Elected ___Does not Apply

VIRGINIA COMPETENCY REQUIREMENTS
Reading _____(Date Completed)
Math _____(Date Completed)

STUDENT _____ DATE _____
PARENT _____ DATE _____
GUIDANCE COUNSELOR _____ DATE _____

DP-1-85

Roanoke City Public Schools Planning Card
VIRGINIA STANDARD DIPLOMA PROGRAM

School Year 1985-86
Homeroom _____

Graduation Requirements: 20 Credits

Last Name | First | Middle

Post-Secondary Plans

___4-yr. College ___Military ___Voc./Bus. Sch.
___2-yr. College ___Work ___Other_____

Career Objective

REQUIRED

SEVENTH	EIGHTH	NINTH	TENTH	ELEVENTH	TWELFTH
___English 7	___English 8	___English IX	___English X	___English XI	___English XII
___Math 7 _____	___Math _____	___Math _____	___Math _____	___U.S. History	___Government
___Life Science	___Physical Science	___Earth Science	___Biology	Required Electives:	_____Elective
___U.S. & Va. History	___World Geography	___World History	___Health & Phy. Ed.	Mathematics or	_____Elective
___Health & Phy. Ed.	___Health & Phy. Ed.	___Health & Phy. Ed.	_____Elective	Science	_____Elective
_____Elective	_____Elective	_____Elective	_____Elective	_____Elective	_____Elective
_____Elective	_____Elective	_____Elective	_____Elective	_____Elective	_____Elective
				_____Elective	
				_____Elective	
				_____Elective	

ELECTIVES (Also See School Listings)

ENGLISH

Creative Writing (Semester)
Journalism (Semester)
Reading (Semester)

MATHEMATICS

Pre-Algebra 7, 8
Algebra 8, Part I **
Algebra I, Part II **
Algebra II
Geometry
Consumer Mathematics
Application of Mathematics

** Alternative Sequence

SCIENCE

Applied Science (11 Grade)
Biology A
Chemistry
Physics

LANGUAGE

French I, II, III, IV, V
Latin I, II, III, IV, V
German I, II, III, IV, V
Russian I, II, III, IV
Spanish I, II, III, IV, V

COMPUTER SCIENCE I, II, III

FINE ARTS/HUMANITIES

Exploratory 7 (Including Art, Music, Drama)
Art 7, 8, I
Band 7, 8, I, II, III, IV
Choral 7, 8, I
Choir II, III, IV
Drama 8
Drawing I, II (Semester)
Basic Art (Semester)
Ceramics (Semester)
Crafts (Semester)
Commercial Art (Semester)
Humanities (Semester) (Grades 10-11)
Music Appreciation (Semester)
Mass Media
Painting I, II (Semester)
Piano I, II
Strings 7, 8, I, II, III, IV
Studio Art (Grade 12 only)
Theater Arts I, II, III, IV
Theater Technology I, II, III
Speech Communication (Semester)
Sculpture (Semester)

VOCATIONAL EDUCATION *

__Trade & Industrial
__Marketing and Distributive Education
__Business and Office Education
__Home Economics
__Health Occupations Education
__Industrial Arts
* See your counselor

How Graduation Requirement Status (Check One)
_____Required _____Elected
_____Does Not Apply

VIRGINIA COMPETENCY REQUIREMENTS
Reading _____(Date Completed)
Math _____(Date Completed)

NOTES:

STUDENT_____ DATE_____

PARENT_____ DATE_____

GUIDANCE COUNSELOR_____ DATE_____

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COPES™

CAREER ORIENTATION PLACEMENT & EVALUATION SURVEY

By Robert R. Knapp and Lila Knapp

Name _____ Date _____

Name of School or Organization _____

Grade or Class _____ Age ____ Sex ____

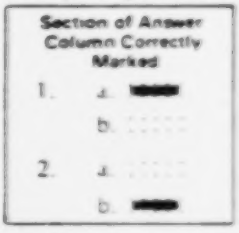
City _____ State _____

DIRECTIONS:

The statements in this booklet represent values which people consider to be important in their work and the activities they do.

Each value statement is paired with a contrasting statement. You are to decide which of the two statements (a or b) best describes your values.

You are to mark your answers on this booklet as shown in the example to the right. If the first statement of the pair best describes you, blacken between the lines in the space marked "a." (See Example, Item 1., at right.) If the second statement of the pair best describes you, blacken between the lines in the space marked "b." (See Example, Item 2., at right.) For each item in this booklet you are to give your personal opinion about the statement. Remember to give YOUR OWN opinion of yourself and do not leave any blank spaces.



Before you begin the inventory, be sure you put your name, your sex, your age, and the other information called for in the space provided above.

When answering the questions, in each case you should choose the phrase (a or b) that best completes the sentence.

"I value activities or jobs in which (I) . . ."

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Self Interpretation

COPES PROFILE & GUIDE

CAREER ORIENTATION PLACEMENT & EVALUATION SURVEY

COPES™

Directions for Scoring and Plotting the Profile

After you have completed answering all the items, open your COPES booklet to the last page and sum across only those rows with a dot immediately in front of either the "a" or "b". Count the number of answers in the row which has the dot. Record that sum in the space at the far left of page 4 starting with the first sum labeled A_1 and so on down to the last sum H_4. A sample is shown below.

Sample

This dot means add the items in this row (row a)
In item 90 above, the dot is by row b

Since each row you sum has only four answer spaces, the highest possible score for any one row is 4. (Do not count any answer on a row that does not have a dot immediately in front of either the letter "a" or "b".) It may be easier to do this using a ruler or straight edge as you go down the page. When you have finished this step there will be a score in each of the letter spaces in the far left-hand column.

After you have finished scoring the COPES as described above, go to the profile sheet on the side of this page. Get the total scores for this sheet by adding the four "A" scores, the four "B" scores, and so on through "H". Be sure the four scores are summed for each letter. Thus the four "A" scores will be recorded on the lines above the "a" box, added together and the total put in the box lettered "a". Do this for all boxes, "a" through "h".

The next step is plotting your profile. Circle your total scores in each of the eight columns. Then connect each circled score with a straight line. After you have done this, go back to each column and draw a line to make a bar from your circled score to the score above and the score below. For example, if on the first scale your score was 5 the bar would go from 4 to 6. The reason for the bar instead of a single point is that a test is not a perfect measure of your values. However, you can be reasonably sure that you stand somewhere near the area covered by the bar.

To compare your score with others who have taken the COPES, you may refer to the numbers (percentile scores) in the extreme right-and left-hand columns on the profile. If your score is at or near the midline, about half (50%) of others who have taken the COPES fall on either side of you. Your scores above the midline show strength in values described at the top. Your scores below the midline show strength in values described at the bottom. You are now ready to consider your profile in terms of the scales which are described more fully on the back of this page.

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Name _____

Age ____ Sex ____ Date _____

Grade, Class or Occupation _____

SELF-SCORING FORM

a	b	c	d	e	f	g	h
Investigative	Practical	Independence	Leadership	Orderliness	Recognition	Aesthetic	Social
Accepting	Carefree	Conformity	Supportive	Non-Compulsive	Privacy	Realistic	Self Concern
Total Score							
a	b	c	d	e	f	g	h

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Grade or Class_____ Age_____ Sex_____ City _____ State_____ Zip _____

by Lila Knapp and Robert R. Knapp

① How To Take The COPS Interest Inventory

This Inventory will help you to define the kinds of work you are interested in doing. In this booklet are listed activities performed in many different kinds of occupations. You are to decide whether or not you would like to perform the activity listed. Read each item carefully and answer it as best you can.

You may not be too familiar with some of the activities, and some may require training that you may not have had. However, on each item try to determine your feelings toward the activity. Disregard things like salary, social standing or future advancement. For each item decide the degree of your interest or disinterest in the activity, and make a heavy black mark in the following manner:

L	I	d	D	
▬	·····	·····	·····	**Like very much**
·····	▬	·····	·····	**Like moderately**
·····	·····	▬	·····	**Dislike moderately**
·····	·····	·····	▬	**Dislike very much**

If you change an answer, mark a heavy "X" on the answer you wish to change, then darken the correct answer. There is no time limit, but work rapidly and do not spend too much time on any one item. **Be sure to answer every item.** Now turn the page and indicate how much you like or dislike each activity.

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COR 005a

"THE WAY I FEEL ABOUT MYSELF"

The Piers-Harris Children's Self-Concept Scale

Ellen V. Piers, Ph.D. and Dale B. Harris, Ph.D.

Published by

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12031 Wilshire Boulevard
Los Angeles, California 90025

Name: _____ Today's Date: _____

Age: _____ Sex (circle one): Girl Boy Grade: _____

School: _____ Teacher's Name (optional): _____

Directions: Here are a set of statements that tell how some people feel about themselves. Read each statement and decide whether or not it describes the way you feel about yourself. If it is *true or mostly true* for you, circle the word "yes" next to the statement. If it is *false or mostly false* for you, circle the word "no." Answer every question, even if some are hard to decide. Do not circle both "yes" and "no" for the same statement.

Remember that there are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

TOTAL SCORE: Raw Score_____ Percentile_____ Stanine_____

CLUSTERS: I_____ II_____ III_____ IV_____ V_____ VI_____

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W-180A

BALANCE SHEET

Budget Classification		Financial Resources		
		Total	Local Expenditures	Federal Funds
I.	SALARIES	0	0	0
	Personnel			
	Fringe Benefits			
II.	CONTRACTUAL SERVICES	0	0	0
	Consultant Fees			
	Consultant Travel			
	Other			
III.	EQUIPMENT AND SUPPLIES			
	Equipment	$4,245.26	$ 954.00	$3,291.26
	Materials and Supplies	6,999.54	3,646.00	3,353.54
IV.	TRAVEL	355.20	0	355.20
V.	OTHER RELATED EXPENSES	2,400.00	2,400.00	0
	PROJECT TOTAL	$14,000.00	$7,000.00	$7,000.00
	INDIRECT COSTS	0	0	0
	PROJECT GRANT TOTAL	$14,000.00	$7,000.00	$7,000.00